**Year 7 Intro to Poetry Unit**

**Content**

Students will learn that poetry varies from other forms of writing in its conscious use of techniques to draw attention to sounds and patterns in language and use language suggestively, giving readers scope for creating emotional and intellectual meaning. Guided writing workshops will allow them to draft work and understand the importance of drafting to arrive at a particular mood and idea and compress language for effect. They will revise and expand their knowledge of poetic metalanguage and learn about the ballad and syllabic forms such as haiku and cinquain. Through group oral work, drawing, writing, listening and paired, small group and large group discussion, students will read and create a range of poems for a poetry anthology. This anthology will include an introduction stating their view on poetry, poems of their own and by other poets and detailed analyses of these poems that demonstrate their understanding of the purpose and mood of the poems chosen and the techniques employed. Students will use the SPECS structure (subject matter, purpose, emotion, craftsmanship and summary) to write these analyses.

**Key Terms:** Alliteration, assonance, imagery, metaphor, onomatopoeia, pace, personification, rhyme, rhyme scheme, rhythm, simile, stanza, ballad, haiku, cinquain, enjambement

**Aims and Objectives**

**Knowledge – Students will know**

How poetry is different from prose

That paragraphs in poetry are called stanzas

That poems have inferred meanings

That sound devices (alliteration, assonance, onomatopoeia) are techniques used by poets to create concrete effects that add to the ideas, feelings and meanings of their poems

Metaphor, personification, simile are used to create imagery – pictures and associations in the reader’s mind

That different patterns of rhyme and rhythm affect the feeling and pace of a poetry

The key characterisitics of ballads and haiku

How to analyse a poem using the SPECS structure – subject matter, purpose, emotion, craftsmanship, summary.

Techniques used in poetry are also used in prose.

**Skills – Students will be able**

Identify the patterns of rhythm and rhyme schemes in ballads and write ballads

Identify sound devices such as alliteration, assonance, onomatopoeia

Identify the differences between and effects of metaphor, simile and personification in verse, particularly the poem ‘African Beggar’

To mark beats in poetry and clap our rhythms and consider rhythm in their own poetry

To find syllables in poetry and write syllabic poetry

**Understanding – Students will understand that**

Finished poetry goes through a drafting process in order to achieve specific effects.

Rhythm, rhyme and other aspects of form affect the meaning and impact of a poem

Imagery, vocabulary choice and sound devices in language contribute significantly to the meanings and feelings implied by verse.

How haiku, rhymed and free verse imply meaning and that inference is core to understanding poetry.

**Resources:** Handouts drawn from White. A – *TTA Dynamic Approaches to Poetry*; Van Haren et al English for the Australian Curriculum 1 (CUP 2011) and Abbs and Richardson Forms of Poetry CUP and groups sets of poetry anthologies from the library.

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| Learning Activity | Student Product | Formative  Summative |
| Intro to unit – give details of summative piece – the anthology – so students know what aiming towards – looks at assessment. (Give out handout of exactly what’s required for anthology with assessment rubric) In folder groups  What is poetry?  Students work in silence and then in groups – see lesson plan notes. Start with own ideas, then look at John Hegley poem and add more ideas. They collaborate using sticky notes and categorise their ideas on butcher paper – groups of 4-5.  Then write on own their ideas on poetry (will help form intro to anthology).  Students are given hand outs of definitions – they read in silence pencil what don’t know. Discuss and highlight what still don’t know and then sign up for workshops. Must do both – but if feel know it well can do paintwork.  Can also read poems and add further ideas to what written on what is poetry. | Poster of post – it notes | F – exploring differences and similarities between poetry and prose –  F - exploring prior knowledge of poetry to help tailor workshop |
| Students attend two workshops during this time:  Rhythm, rhyme - ballad form is used to explore rhythm and rhyme – clapping out rhythm and marking on poems and using cloze exercises to explore. May wish to look at enjambement, line breaks and effects. (Two teachers will run simultaneously)  Imagery and vivid language and sound devices (Two teachers will run simulataneously) |  |  |
| Applying knowledge from workshops students will collaborate to create poem inspired by objects brought in by teacher. Video of teachers doing activity will be shown and then students will create poems – put in folder groups (include pink) and then they get into self chosen groups of 8 mixed boys and girls (aim half half). Given object and work on describing (uses senses and metaphor or simile) and ordering and then given slips of paper to write down lines which they think stick on butcher paper – poems will be judged and awarded prizes by teachers. (See handouts for more detail on this) | Whole group oral poem  Poster of class poem | F - students awareness of simile and metaphor and importance of structure |
| Applying active skills learnt in group activity above students will listen to African Beggar poem – draw in response (then share with neighbor) and then write. Alliteration, imagery, rhyme and rhythm, assossance. Students should use SPECS analysis guidelines to write about the poem – can be used for anthology. Activity to be taught in bricks, tiles paintwork selected by teachers.  See Handout | Drawing and brief written response to ‘African Beggar’ – draft for anthology | F – Testing understanding of poetic techniques listed in key terms (except ballad, haiku and syllable) and ability to use SPECS |
| Students to cycle through writing workshops – colour poems, responding to photographs and drafting skills  Colour Poem – Poems that explore ideas and feelings associated with colours = but don’t use the colour word itself. Brainstorm associations/connotations of colours on board and then write.  See handout. Drafting and re=drafting should also draw attention to importance of line length and word order in creating certain rhythm and rhyme effects. Photographs involves students imagining being person in image and answering questions about themselves addressed to them by teacher – see handout.  COT has expanded this into an excellent lesson – see COT for resources | Draft Colour poem | F – Judging students’ ability to employ poetic techniques for themselves – see key terms – particularly focusing on imagery, sound devices, and structural devices such as |
| Focus on haiku – reading and activities  Lesson will involve students marking syllables in their own names and then reading haiku and creating own – in bricks tiles and paintwork | Students create haiku | F – assessing students ability |
| Time to write anthology  Students will be in bricks/tiles/paintwork groups reading poems, drafting and writing. The anthology requires students to have a contents page, introduction, two poems of their own commentaries (one with draft) and two published poems with commentaries using SPECS guide. (Detailed handout for students with assessment rubric – available) | Creating Poetry Anthology | S – assessment rubric is on reverse of detailed handout for students. |

**Links to AC**

Language – structure and organization, word level grammar

Literature – literature and context, responding to literature (metalangauge), examining literature (compression of language – poetry, haiku etc), creating literature (experimentation and adaptation)

Literacy – Interacting with others (discussing, evaluating power of spoken texts, using interaction skills to present, giving presentations)

Cross curriculur link – Australia and engagement with Asia - haiku

AC General Capabilities – Literacy, ICT, critical and creative thinking